

## Unit 2 Facilitation with Youth

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Unit 1 helped introduce the concept of community to participants, and Unit 2 will build on that by focusing on participants' local community and the structure of communities. By understanding how their community works, participants are ready to look at the different resources in their community in Unit 3.

### **Unit 2A: Activity**

**Goal:** To help participants recognize the unique gift they provide their community.

#### **The Gift (pg. 35)**

- ⇒ Think about: Whether to have youth include their names with their gifts. Sharing names along with gifts can be a vulnerable experience for some youth but can also be a positive bonding experience for the group. This will depend on the dynamics of each group of youth.
- ⇒ Consider: Listing participants' gifts on a flip chart or poster that can be hung in the facilitation space throughout the process.

#### **Alternative Activity: Gift Quilt (pg. 53)**

- ⇒ Think about: Time necessary to prepare and complete the quilt. This could be a large task depending on the size of your group. Ensure that there will be time to put the quilt together.
- ⇒ Think about: In Unit 3A, the reflection activity is to create an artistic representation of participants' gifts. If they create one here, you will need to create an alternative for the activity in Unit 3 and submit it for approval before you facilitate.

### **Unit 2A: Lesson**

**Goal (Section 1):** To explore key concepts and definitions associated with various communities.

**Goal (Section 2):** To help participants understand the life of their community in the broader context of history.

#### **Section 1: Defining Community (pg. 38, Handout pg. 50)**

- ⇒ Consider: Starting this lesson by having youth split into pairs or small groups to discuss what they think a community is before having a whole group discussion.
- ⇒ Consider: Having the group develop a definition in their own words after working through the handout.

#### **Section 1 Alternative Activity: Art Project (pg. 54)**

- ⇒ Think about: Supplies necessary. You'll need various art supplies and posters, but you can also consider having different items available for youth to use if they want to develop skits or incorporate music into their presentations. Be aware of how loud you can be in your space before bringing in noisemakers or instruments.
- ⇒ Think about: Facilitation time. This art activity will probably take longer than the discussion in Defining Community.

## **Section 1 Alternative Activity: Common Ground (pg. 55)**

- ⇒ Think about: Ability and disability within the group. Running to another seat and possibly scrambling for it may be difficult for some youth.
- ⇒ When facilitating: Take the group a little deeper if they are comfortable with each other. A facilitator can purposely get stuck in the middle to accomplish this. However, carefully gauge how participants are interacting and how safe the space is before doing this.
- ⇒ When facilitating: Make sure to debrief with a discussion of how the game reflects what a community is.

## **Section 2: Our Town (pg. 40)**

- ⇒ Think about: Questions to ask during the Wagon Wheel. Develop questions that will help your youth think about the life of the community, the history of the community, how they fit into the community, etc. Questions should be tailored to your youth group.
- ⇒ Think about: Space you'll need for the Wagon Wheel. Depending on the number of participants you have and the facilitation space you use, you may need to find another space to use.
- ⇒ Think about: Who to get for a speaker. If you split facilitation of Unit 2 into two parts and facilitate on different days, it may be worth waiting to see how youth define their community before choosing a speaker. The group's definition of community may be clear-cut from the beginning if youth are all from the same town or school, but groups that are brought together from different communities may have a greater challenge in defining what their community is.
- ⇒ Think about: How much time you have for a speaker. Be clear when you communicate with the speaker how much time they'll have and the goals for their speech.
- ⇒ When facilitating: Remind youth about appropriate behavior when listening to a presenter before your guest speaker starts.

## **Section 2 Alternative Activity: Worksheet (pg. 56)**

- ⇒ Think about: Whether your youth need the extra guidance provided by the worksheet. Some youth may start with a better understanding of their community, while others may not.
- ⇒ Consider: Using some of these questions as part of the Wagon Wheel activity.

## **Unit 2A: Reflection**

**Goal:** To help participants understand history as a current blending of daily choices and decisions made by ordinary people.

### **My History (pg. 43)**

- ⇒ Think about: Supplies necessary. Journals can be useful for youth to have throughout the process to use for written reflections. However, you will need to buy or make journals ahead of time. This can be done using the "Me Chart" alternative activity for the Unit 1B Reflection, ahead of time by members (Note: This is another opportunity for members who aren't directly facilitating to help with the process in some way), or in some other way.
- ⇒ Think about: Who keeps the journals. If the journals will be used throughout the process, will facilitators collect and keep track of them after each session, or will youth be responsible for bringing them to each session? If facilitators keep them, are they allowed to read them? If facilitators would like to read the journals throughout the process, they should

make that clear to the youth before the journals are used. Facilitators could also allow youth to choose whether or not facilitators can read their journals, either as a whole group or on an individual basis.

- ⇒ Consider: Giving youth time to talk in pairs or small groups before they write in the journals. Some youth may think better on their own and be ready to start writing right away, but others may do better after some time to talk out what they're thinking.

#### **Alternative Activity: Worksheet (pg. 57)**

- ⇒ Think about: Whether your youth would benefit from the extra guidance provided by the worksheet. Some groups of youth may have more difficulty linking the journal entry to the goals of the unit and would benefit from having the additional prompts offered in the worksheet.
- ⇒ Consider: Having youth write out the questions in their journals instead of making a worksheet. The questions could be used as a larger prompt to get youth writing instead of creating a separate worksheet. Worksheets could also be stapled into journals.

#### **Alternative Activity: Life River (pg. 57)**

- ⇒ Think about: Necessary supplies. If butcher paper isn't available, consider using smaller pieces of construction paper.
- ⇒ Think about: Time necessary. Art activities often take longer than written reflections, particularly if youth will be sharing their Life Rivers with each other.
- ⇒ Consider: Creating Life Rivers for facilitators. This can be done ahead of time to give youth an example or can be done while youth are working on their Life Rivers.

### **Unit 2B: Activity**

**Goal:** To understand how rules provide a community structure toward obtaining goals.

#### **Rules Rule (pg. 44, Handout pg. 51)**

- ⇒ Think about: Ability and disability within your group. Some participants may not be able to do each of the steps outlined in the rules. Plan in advance and change rules so that all participants can fully participate.
- ⇒ When facilitating: Maintain safe space. Try to ensure that youth work together respectfully and remind them of the group's community agreements as appropriate.
- ⇒ When facilitating: Debrief the activity after you finish as a lead-in to the lesson. Ask participants how it felt when they didn't know the rules at all, when they had the rules but didn't know the order, and when they had figured out the correct order of the rules. Also consider asking how groups figured out the order of the rules: did they watch other groups or try to figure it out on their own? Did they feel like it was "cheating" to watch other groups? If the groups had all worked together to try to figure out the problem, what would have happened? You may also ask youth how the game compares to familiar real life situations, e.g. applying to college or getting a new teacher partway through the school year. This can lead well into the next lesson. Be aware that bringing up real life situations may also lead to sensitive topics (e.g. applying for government or community aid) depending on your group of youth.

#### **Alternative Activity: Rules Rule Card Game (pg. 58)**

- ⇒ Think about: Doing the card game instead of the relay for groups with participants of different levels of physical ability.

- ⇒ Think about: Supplies necessary. You'll need decks of cards and rules written out for each group. Extra planning time will be needed to create all of the strips of paper with rules on them.
- ⇒ Think about: Whether groups should all have the same rules or different ones. If rules are the same, groups may listen to each other to find out rules (unless they're separated enough that they can't overhear what other groups are doing). If rules are different and participants follow a rule used by another group, do they get a penalty? Decide whether you want youth to figure out on their own whether rules are the same across groups or not.
- ⇒ When facilitating: Maintain safe space. Try to ensure that youth work together respectfully and remind them of the group's community agreements as appropriate.
- ⇒ When facilitating: Debrief the activity. The debriefing can follow loosely along the same lines as the discussion outlined above for the relay.

## **Unit 2B: Lesson**

**Goal:** To understand the people and organizations behind a given rule or law.

### **Who Makes the Rules? (pg. 47)**

- ⇒ Think about: Having rules to discuss ready ahead of time if youth are having trouble coming up with examples. These could include school rules such as dress codes, parent/guardian rules such as curfews, or laws or city ordinances such as speed limits or city-wide curfews for youth.
- ⇒ Think about: Supplies necessary. You'll need a lot of phone books for this lesson. If you run into difficulty acquiring enough phone books for participants to share, consider making copies of the relevant pages to hand out.
- ⇒ Think about: Flow. This lesson flows naturally into the Power Source reflection. There doesn't necessarily have to be a forced break between the Lesson and the Reflection. However, it's important to note that during the Lesson the participants are mainly discussing and working together as a group. The Reflection will finish off the section of the curriculum with individual think time.
- ⇒ Consider: Using the Power Source Worksheet (see below) for this lesson as well as the Reflection that follows. It may help youth to remember if they write down the examples discussed in the group. They can extend the table on the back of the sheet of the paper if necessary.
- ⇒ Consider: Structuring the lesson as a scavenger hunt. Youth could come up with a list of rules to begin with. Then the participants could be split into groups. Each group could be assigned a few of the rules to discover the other pieces of information in the table (Rule Makers, Enforcers, and Change Agents). Finish with a report out of each group and then debrief.

## **Unit 2B: Reflection**

**Goal:** To help participants understand laws and policies as part of a system that individuals can change.

### **Power Source (pg. 49, Handout pg. 52)**

- ⇒ Think about: Flow. This reflection flows naturally from the Who Makes the Rules? Lesson. There doesn't necessarily have to be a forced break between the Lesson and the Reflection.